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ABSTRACT

This manual presents strategies that are intended for use by vocational instructors to retain nontraditional male and female students in secondary vocational education programs. They may also be applicable to postsecondary and adult vocational students. Strategies are divided into five major categories: policy, inservice (workshops and training activities on retention awareness), curriculum support, self-awareness, and networking (public relations ideas, activities and strategies). Each strategy is presented on a separate page. First, a statement of the strategy tells who is involved and what is expected. Then, three sections, (1) to identify different methods to implement the strategy, (2) to present concerns and offer guidelines, and (3) to provide a plan for action that may offer more guidelines, offer resources and guide the implementer to the appendixes where supplemental activities and materials are to be found. Appendixes are divided into the five major strategy divisions that contain the supplemental materials mentioned in the main section of the manual. The materials are marked as transparency, activity, or written information. (YLB)

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RETENTION OF NONTRADITIONAL VOCATIONAL STUDENTS: STRATEGIES FOR CLASSROOM SUPPORT

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FOREWORD

This model has been designed for use by Missouri secondary vocational educators to retain nontraditional male and female students in vocational education programs. However this is not to say that this model is not applicable to post-secondary vocational education students. It is useful to not only the secondary population of students, but adult vocational students as well. The strategies presented are based on logic, need, and past studies in the field that examine the retention issue in regard to nontraditional students. Many of the strategies utilize the many resources available through the Instructional Materials Laboratory at UMC as well as resources available through other states and clearinghouses.

The model is intended for implementation into any service area. The strategies developed in this model were suggested by those professionals and their colleagues active in the field of vocational education in the state of Missouri. They are reasonable, applicable, and have practical implications for the local practitioner concerned with the retention of students in vocational education. It is not restricted in its content; however, many of the strategies do focus on females and the Technical and Industrial areas. By the same token, the model is not intended solely for the use of retaining females in vocational programs. The use of the model should be for males into female intensive vocational areas, as well as, retaining any vocational student identified as nontraditional. For example, many of the strategies are applicable to the low or under achiever as well as the handicapped student.

Missouri educators should use the strategies, the methods, guidelines, and plans to implement the strategies as a guide. The model's strategies are by no means complete, but with the user's creativity, ideas can be expanded upon and new ideas can take shape. Recruitment of the nontraditional student

is only part of the solution. The student must be retained in the class in order for skill development and appropriate job placement to take place. Hopefully, this model fulfills this need.

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THE PROBLEM: RETENTION

Recruitment of nontraditional students embraces one set of strategies unique to the problem of recruitment. A student, enrolled in a vocational class, is not an assurance to the vocational education administration, teacher, or staff that the student will remain enrolled at class time. The student may change his/her schedule after coursework starts at the beginning of the semester. In fact, many students drop out during these times.

Nontraditional female enrollees change their enrollment for many reasons: marriage, children, household responsibilities, peer or parental pressure. During the vocational course, many students drop out for similar reasons but also for the following reasons: the class was not as they expected, or the students lack time management skills and appropriate academic preparation. Many of these reasons are external and beyond the control of vocational educators, but by the same token, many of the reasons can be addressed by the vocational educator. Therefore the purpose of this manual is to suggest strategies to overcome many of the retention problems within the control of the vocational educator.

The following outlines reasons why retention of the nontraditional student is so vital to our national interest.

1. The labor force participation of males and females is approaching an equal 50/50 status. More and more people are finding an economic reason for working.
2. Even though equal numbers of men and women are working, women are concentrated in low productivity and low paying jobs.
3. Women are typically found in what are known as the "feminine" low paying jobs, yet one out of four women are heads of households.
4. Women typify an underutilization of our human resources if they experience occupational segregation and jobs with no career opportunities.

5. More and more men are breaking the barriers and entering the traditional female occupations of business and health related occupations.

6. Women still seem to be educated and trained in fields linked with their sex. Vocational education can take a step to offer highly technical skills to women in areas that offer comparable salaries and career ladders.

HOW TO USE THESE MATERIALS

I. Who is to Use these Materials?

The retention materials are intended for use by vocational educators who deliver instruction, administer programs, provide support services, and develop linkages with vocational students, particularly nontraditional students, their parents, and their community. Although the manuals are entitled Strategies for Classroom Support, Strategies for Support Staff, and Strategies for Administrative Support, this is not to imply that only administrators use the administrative support manual or teachers use the classroom support manual. Many times teachers, counselors, and placement specialists have administrative support and/or teaching responsibilities simultaneously. Therefore, all staff members should be acquainted with all manuals in order to identify and select strategies appropriate to local needs and their role at that moment.

The retention strategies will be of use to:

Vocational School Administrators,

Vocational School Instructors, and

Support Staff (Counselors, Placement Specialists, Vocational Resource Educators, Vocational Evaluators, Media Specialists, etc.).

II. How are the materials presented?

-THE STRATEGY TOPICS-

The strategies are divided into five major categories.

1. Policy
2. In-Service
3. Curriculum Support
4. Self Awareness
5. Networking

A simple explanation of each of the major categories follows.

1. Policy: These strategies deal with the overall direction and philosophy of retention of nontraditional students. They guide the policy of in-servicing, providing curriculum and assurance of awareness activities to all vocational and sending school educators. They give direction to provide linkages with parents, community leaders, and sending school staff as well.
2. In-Service: This section deals with workshops and training activities to bring about retention awareness or to share some specific instructional methods with staff. In-service strategies are developed for those responsible for classroom activities, support, administrative, and those who advise programs (advisory councils, and traditional and nontraditional students).
3. Curriculum Support: These strategies involve curricular ideas that will be useful to classroom instructors, administrators, counselors, resource staff, and sending school counselors and administrators. They are activities that can be used with nontraditional students to assist with retention.

4. Self-Awareness: This section deals specifically with allowing vocational educators the opportunity to understand the problems faced by the nontraditional student at the time of enrollment and during coursework. This section is simply not a conscious raising section but offers solutions. For instance, more inservice, more media coverage, and greater public relations efforts are encouraged.
5. Networking: Networking is another term for cooperative effort or collaboration. This section offers public relations ideas and activities and strategies for community business leaders, sending school counselors and administrators, parents, and advisory councils.

IMPLEMENTATION OF THE STRATEGY

This manual is basically a "How To" book. Therefore, the implementation of the strategies is written as simply as possible.

What to Do - This is the statement of the strategy in the simplest terms. It tells who is involved and what is expected. It is not a goal with measurable outcomes or a select criterion. THE FOLLOWING IS AN EXAMPLE FROM THE SUPPORT STAFF MANUAL.

Policy - What To Do

Develop a retention goal plan with vocational administrators, sending school personnel, and/or vocational educators. (There are activity sheets in the Appendix to support this strategy.)

Making it Work - This section identifies the different methods to implement the strategy. The symbol to the side of each method indicates the amount of planning time necessary. This gives the implementer a way to judge which method to use. There may be other methods, so do not be reluctant to try your own example method section. The following are suggested methods to implement the above strategy. IT IS AN EXAMPLE.

Making It Work

1. Coordinate a planning session with the vocational director and sending school personnel to plan for the following strategies:
   a. how to identify nontraditional students as they enroll;
   b. how to plan retention activities with instructors in the curricular content;
   c. what support services will be offered by counselors to students;
   d. what support services will be offered to parents;
   e. what in-service activities will be offered to parents, instructors, advisory councils, sending school personnel;
   f. what collaborative efforts will be done with community agencies, advisory councils, and nontraditional role models?

Things to Think About - This section is just as it indicates. In order to implement the strategy, here are some concerns. More specifically it offers guidelines to the implementer. THIS IS AN EXAMPLE.

Things To Think About

1. Coordinate a meeting with the vocational administrator and sending school administrator.
2. Procure copies of goal forms and explain these forms and strategies with administrators and sending school personnel. (See Goal Planning Form.)
3. Attempt to get DESE staff involved with the activities.
4. Be certain that the goal planning session takes in a semester's or year's length of time with plans for a follow up meeting.

A Plan for Action - This section deals with a miscellaneous amount of information. Sometimes it takes on the shape of more guidelines, it offers resources to the implementer and often guides the implementer to the appendices where supplemental activities and materials are to be found. THE FOLLOWING SERVES AS AN EXAMPLE.

A Plan For Action

1. Goals must be stated with the date they are to be implemented.
2. Strategies can be developed at the meeting with the aid of methods taken from strategy booklets.
3. Participants, such as counselors, principals, etc. should be listed.
4. Obtain the signature of the goal planners to insure implementation. (See Goal Planning Form)

APPENDICES

These are divided into the 5 major strategy divisions.

- Policy
- Inservice
- Curriculum Support
- Self Awareness
- Networking

If supplemental materials are mentioned in the body of the strategy development, those materials can be found in the section consistent with the strategy section. The supplemental materials will be marked as:

- Transparencies
- Activity
- Written Information

III. How the Materials Are to be Used.

The manual is not a "Cookbook Method". The materials are not a cookbook solution to be used in sequential order or to start on page one. Needs must be identified first and strategies and methods to fulfill those needs must be the ones selected to be implemented.

The manual does provide a suggested approach. It is highly recommended that a task force or an advisory committee be established. Their first activity would logically be to sit down together, brainstorm the problems of nontraditional student retention, and find the strategies that help solve the problem. This task force should be charged to develop an action plan identifying goals and objectives to retain nontraditional students along with the activities to support the goals. See the Policy Appendix, Goal Planning sheet in each manual. A strategy in each policy implementation section describes the Action Planning process.

LEGISLATION

Title IX of the Education Amendments of 1972

Title IX of the Education Amendments of 1972 protects students and employees of educational institutions receiving federal funds from discrimination based on sex. Areas in which discrimination is prohibited include: admissions to vocational, graduate, professional, and public undergraduate schools; access to courses and programs; counseling and guidance; athletics; student rules and policies; financial assistance; extracurricular activities; and employment. All educational institutions are required to conduct self-evaluations of their compliance with Title IX.

Title VII of the Civil Rights Act of 1964

Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, prohibits discrimination in employment based on sex, race, color, religion, and national origin. This law includes employees of all private employers of 15 or more persons, and employees of all public and private educational institutions, state and local governments, public and private employment agencies, and labor unions with 15 or more members. All public or private educational institutions are covered whether or not they receive federal funds.

Discrimination prohibited by this law covers such areas as: hiring or firing; wages; fringe benefits; classifying, referring, assigning, or promoting; extending or assigning use of facilities; training, retraining, or apprenticeships; or any other terms, conditions, or privileges of employment.

Equal Pay Act of 1963

The Equal Pay Act of 1963 as amended by the Education Amendments of 1972 forbids discrimination based on sex of employees of any employer required to pay the minimum wage. This law applies to executive, administrative, and professional workers, including academic personnel. It prevents paying employees of one sex less than employees of the other sex for jobs performed under similar working conditions, requiring equal skill, effort, and responsibility. The Supreme Court has upheld the position that jobs of men and women need to be only "substantially equal", not identical, for purposes of comparison. Further, the Labor Department's Wage and Hour Division, which enforces the Act, has officially interpreted its provisions to apply to employer contributions for most fringe benefits.

Executive Order 11246 of 1965

Executive Order 11246 (1965), as amended by Executive Order 11375 (1967), forbids discrimination based on sex, race, color, religion, and national origin of employees and applicants for employment by employers holding federal contracts of $10,000 or more. Provisions of these orders

cover such areas as employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship.

All of the above laws prohibit discrimination. Title II of the Education Amendments of 1976, however, goes beyond prohibitions to mandate active measures by recipients of federal aid to eliminate sex bias, sex discrimination, and sex stereotyping in vocational education programs.

Title II of the Education Amendments of 1976

Title II of the Education Amendments of 1976 is the federal legislation regarding support of vocational education. One of the stated purposes of the law is:

> To develop and carry out such programs of vocational education within each State so as to overcome sex discrimination and sex stereotyping in vocational education programs (including programs of homemaking), and thereby furnish equal educational opportunities in vocational education to persons of both sexes. (Section 101 20 U.S.C. 2301 90 STAT-2169)

The law specifies requirements for state education agencies including: (1) the appointment of a full-time sex fairness coordinator whose duties are prescribed in the law; (2) the description in the state plan of policies and practices which the state will follow to assure provisions of equal access by both sexes; (3) incentives for local education agencies to encourage the enrollment of both women and men in nontraditional courses of study and to reduce sex bias and sex stereotyping in training for placement in all occupations; and (4) evaluation of the extent to which sex equity objectives are achieved.

Funds are available to support research and curriculum development, and grants are authorized to support activities which show promise of overcoming sex bias and stereotyping in vocational education. It is also intended that funds be made available to enable teachers to meet the needs of individual nontraditional students in vocational education programs.

The states have considerable discretion in translating this mandate into requirements and incentives for local education agencies. The general thrust, however, is clear. Significant action must be taken at the school and classroom level so that equal access for both sexes to all vocational education programs is assured.

Source: Fostering Sex Fairness in Vocational Education: Strategies for Administrators by JoAnn Steiger and Sue Schlesinger. Information Series No. 147. The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, 1979.

Policy

Policy - What To Do

Develop a retention goal plan with vocational administrators, sending school personnel, and/or vocational educators. (There are activity sheets in the Appendix to support this strategy.)

Making It Work

1. Coordinate a planning session with vocational directors and sending school personnel to plan for the following strategies:
   a. how to identify nontraditional students as they enroll;
   b. how to plan retention activities with instructors in the curricular content;
   c. what support services will be offered by counselors to students;
   d. what support services will be offered to parents;
   e. what in-service activities will be offered to parents, instructors, advisory councils, sending school personnel;
   f. what collaborative efforts will be done with community agencies, advisory councils, and nontraditional role models?

Things To Think About

1. Coordinate a meeting with vocational administrators and sending school administrators.
2. Procure copies of goal forms and explain these forms and strategies with administrators and sending school personnel. (See Goal Planning Form.)
3. Attempt to get DESE staff involved with the activities.
4. Be certain that the goal planning session takes in a semester's or year's length of time with plans for a follow up meeting.

A Plan For Action

1. Goals must be stated with the date they are to be implemented.
2. Strategies can be developed at the meeting with the aid of methods taken from strategy booklets.
3. Participants, such as counselors, principals, etc. should be listed.
4. Obtain the signature of the goal planners to insure implementation.

   (See Goal Planning Form)

Policy - What To Do

Instructional staff should develop a policy of course evaluation and improvement in regard to efforts to eliminate sex discrimination. (There are activity sheets in the Appendix to support this strategy.)

Making It Work

1. Vocational staff should be open-minded and willing to listen to constructive advice for course improvement. He/she should also be willing to learn more about the area of sex equity. There are various methods to accomplish this strategy.
   a. At the conclusion of the course, ask the students to complete a questionnaire that asks their opinion of the sex fairness of the class.
   b. Ask for informal feedback from students and other faculty members.
   c. Be willing to attend preservice or in-service sessions on sex fairness of curriculum.
   d. Items on teacher evaluation forms should reflect the instructor's willingness to work with nontraditional students. **For example:** 1) The instructor is sensitive to problems faced by the nontraditional student. 2) The instructor is making use of advisory councils in regard to nontraditional students.

2. Vocational staff can also self-administer some of the evaluation instruments. Those which are readily available from the Instructional Materials Laboratory are:
   a. **Creative Awareness in Sex Equity** - Unit I
   b. **Equality In Language** - Unit II
   c. **Examining Materials For Sex Fairness** - Unit III

Things To Think About

This type of strategy applies to all vocational instructors and not just those with nontraditional students. Some of the feedback obtained may be the precise reason why nontraditional students are not being retained in the class. Caution is mentioned to vocational instructor's interpretation of a student's evaluation or feedback of a course. You may want to select particular students for feedback because you trust them to be honest, sensitive, and constructive. Instructors with nontraditional students would want to survey those particular students.

In regard to in-service, make it a part of your responsibilities or planning to be a part of a task force requesting an in-service session on sex fairness or standards of equity in vocational education.

A Plan For Action

The student questionnaire should be short and concise with a yes/no format or a simple scale rating. For example:

Rate the following on sex equality using the five point rating scale. Circle the appropriate number.

5 = very good
4 = good
3 = fair/average
2 = below average
1 = poor

1. The textbook:
   pictures.....5 4 3 2 1
   language.....5 4 3 2 1

2. Class activities:
   class speakers.....5 4 3 2 1
   demonstrations.....5 4 3 2 1
   class lectures.....5 4 3 2 1

Policy - What To Do

Instructional staff should develop a policy to in-service and collaborate with advisory council members to eliminate sex discrimination and stereotyping in vocational programs.

Making It Work

In order to accomplish this objective, vocational staff must be willing to share time with other people. It is not only a strategy of developing good public relations but teaching other groups besides your students.

1. Plan an in-service on an agenda for advisory council members. Invite traditional students, nontraditional students, parents and all other groups within the school system.
2. Be a member of a sex equity task force or an in-service committee within the school system.
3. Invite members of other groups to assist with in-service: PTA/PTO, ASTD, Chambers of Commerce, Civic and Social organizations.
4. Join associations and volunteer to speak publicly on the pertinent issues surrounding vocational education: sex equity, the nontraditional student, labor market trends and the female, and comparable worth.

Things To Think About

In-service, speaking, and committees take much planning. Think about the following:

1. Are there monetary/nonmonetary incentives for your extra work?
2. Can you gain release time for luncheon meetings, speaking engagements?
3. Develop a file of in-service materials for sex equity or whatever your commitment might be.
4. Develop a file of contacts throughout the nearby area of those who might have valuable contributions to an in-service.

A Plan For Action

The following materials might be of benefit to you if you are planning in-services, workshops, or any public speaking in fulfillment of this strategy. These are available from the Instructional Materials Laboratory; 10 Industrial Education; UMC; Columbia, MO 65211.

1. **A Handbook for Workshops on Sex Equality in Education.** Verheyden-Hilliard, Mary Ellen.
2. **A Handbook of Structured Experiences for Human Relations Training.** Pfeiffer and Jones.
3. **Untapped Resources in Vocational Education.** Good, James, Ed., 1979.

Policy - What To Do

Instructional staff should develop a policy to assist traditional students to adjust to, accept, and develop effective relationships with the nontraditional student.

Making It Work

Once the vocational staff makes this type of policy commitment to himself/herself, the students will be more comfortable with the vocational education situation. Vocational staff will be establishing the attitudes and standards for acceptance.

1. Be an accepting role model and accept only those behaviors in the class that meet your high standards.
2. Be willing to work with counselors, administrators, and resource people outside your classroom to recruit nontraditional students and orient them to your class.
3. Be willing to in-service and work with traditional students in activities that promote relations between traditional and nontraditional students.
4. Keep up a regular infusion of activities into regular curriculum that promotes relations between traditional and nontraditional students.

Things To Think About

1. The classroom is only one of the many places traditional and nontraditional students interact. Be aware of their relations and study their social interactions during:
   a. youth club meetings
   b. class breaks/lunch
   c. between classes/after school
   d. occupational experience activities
2. Keep in mind that others can help promote good relations between traditional and nontraditional students and they should be alerted to your efforts in order that they might assist. These people might be:
   a. parents
   b. guidance counseling/placement
   c. other vocational teachers
   d. advisory council members
   e. clerical staff
   f. resource staff

A Plan For Action

The following resources are available from the Instructional Materials Laboratory; 10 Industrial Education; UMC; Columbia, MO 65211. They might be helpful in implementing good student relations.

1. **I'm Glad I'm A She! I'm Glad I'm A He!** - North Carolina, slide-tape.
2. **Hey, What Are Your Plans For the Next 60 Years?** - Washington, D.C., slide-tape.
3. **Bias. A Four Letter Word** - California, 16 mm film.
4. **Anything You Want To Be** - New Jersey, 16 mm film.
5. **Working Equal** - Arizona, 1/2 VHS; 1/2 beta max., 6 minutes.

Policy - What To Do

Instructional staff should develop a policy toward setting standards for sex equality in facility planning, curriculum, and language in vocational education. (There are activity sheets in the Appendix to support this strategy.)

Making It Work

1. Each of the areas of facility planning, curriculum and language must be assessed in not only each vocational area but in each school. There may be other categories that deserve the same attention as planning, curriculum, and language. Not only is the assessment critical in this effort, but a plan for remediation of the weaknesses and a target date for implementation of corrective action must be used. Goals set yearly for establishing the standard should be the policy of the vocational staff.
   a. Gathering information to assess the current state of the art.
   b. Planning remedial action.
   c. Targeting a date for correction.
   d. Setting goals to attain standards.

2. A task force would be instrumental in implementing this stragety. Setting standards allows this group to go beyond measuring or assessing the area, but measures the area against an established criteria. In such a manner the classroom support staff knows whether or not the standard has been attained. **For example:** An instructor's curriculum appears to be 50 percent sex fair. A high standard established by the task force may be a 90 percent criteria that curriculum be sex fair. A year end goal may be to rewrite curriculum to achieve that 90 percent criteria.

Things To Think About

Policy can be individually established by the classroom staff; however, ideally, this should be the policy of the vocational school in all teaching areas, resource areas, guidance counseling, and placement areas, as well as support staff and administration. It is always easier to work through group efforts, and an appointed task force for this purpose would expedite matters. Important is that someone other than the classroom support staff evaluate and establish standards for his or her own materials. This eliminates judgment bias.

For more information on standard setting, see the Administrative Support manual.

A Plan For Action

The following resources are available from the Instructional Materials Laboratory; 10 Industrial Education; UMC; Columbia, MO 65211.

1. **A Checklist For Evaluating Materials** - pamphlet
2. **Guidelines For Sex-Fair Vocational Education Materials** - pamphlet
3. **How to Erase Sex Bias in Your Classroom: A Checklist and Activities For Teachers** - East Carolina University - pamphlet
4. **The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs: Executive Summary** - Project Reports Systems Sciences, Inc., 1977.
5. **Sex Bias In Testing: A Review With Policy Recommendations.** Tittle, Carol. 1978.
6. **Undoing Sex Stereotypes: Research and Resources for Educators.** Guttenbog and Bray, 1976.
7. **Educational Equity in School Libraries** - HEW, WEEAP modules 3, 4, and 5.

(See Facility Planning Sheet in the Appendix.)

In-Service

In-Service - What To Do

Instructional staff need to in-service vocational counselors, sending school counselors, administrative staff (and all other appropriate staff) in the vocational areas. (There are activity sheets in the Appendix to support this strategy.)

Making It Work

1. Plan to speak at faculty gatherings. This is the easiest and least time consuming of all the methods. The faculty meeting could be held in the vocational school and combined with a tour of the school.

2. Staff could tour the facility. Counselors and administrative staff could simply tour the vocational school on an open house basis. Instructors could have displays of students' projects and several students could be demonstrating different processes in the different facilities.

3. Offer a "hands-on" experience. This method would be the most time consuming but would offer the vocational staff a real experience in the vocational trades. The "hands-on" experience could be limited (where the participant merely performs part of a function to produce a product; i.e., punches a few keys to get a computer print out of a calendar). The activity could, ideally, be more extensive and could involve an awareness in which staff participate as students for one day in a vocational area.

Things To Think About

1. When speaking, directing tours, or being involved in an in-service of the "hands-on" approach, the nontraditional student should be emphasized but not focused upon.
   a. Show sex-fair media and displays and mention that it is sex-fair.
   b. Have nontraditional students involved in the tours and the demonstrations, but do not bring attention to the fact that they are nontraditional. The faculty should be free to speak with all students.
   c. Have faculty rotate through the various vocational areas to get a feel for all of the vocational classes.

2. Through such activities the sending school personnel and/or the vocational education staff should get a better idea of what vocational education is and what it feels like to be a nontraditional student. Do not exclude resource staff, such as media and resource room specialists, as well as clerical staff.

A Plan For Action

1. After each activity debrief the faculty. Use the debriefing questionnaire or one similar. The best debriefing would be a rap session after one of the "hands on" experiences. (See In-Service in the Appendix.)

2. Remember, you do not have to be an expert or a consultant to put on a good in-service. Simply teach an introductory unit and let the faculty get their hands into it!

3. Always have media available: brochures, posters, and film loops and bulletin boards. Make certain ALL materials are sex-fair!

In-Service - What To Do

Instructional staff need to participate in the in-service of nontraditional students prior to enrolling in the vocational class.

Making It Work

1. Speak to the students. Distribute brochures and speak with the students in an informal way about class expectations, the ups and downs of the class, the environment, and the eventual job possibilities.

2. Have the students tour the facility. Another technique is to have the students tour the facility on their free time, lunch time or a prearranged schedule coordinated with the counseling or support services staff. Show the students the laboratory, the classroom, the equipment, and the support services available to the student. When tours are conducted, have students select three areas to visit. Reinforce that at least one of them be a nontraditional area.

3. Have the students participate in a "hands-on" activity. The most involved technique is to have the students on a prearranged schedule, come to the laboratory and actually become involved in entry-level activities or a project. Such a method would take quite a bit of preplanning by the instructor, but would give the best feedback to both the student and instructor. Where safety factors are critical, have a display rather than a "hands-on" activity.

Things To Think About

Instructional staff can arrange prescheduled meetings with nontraditional students; however, the following coordination needs to be done.

1. Sending school counselors must be able to generate the nontraditional enrollees and their addresses.

2. The nontraditional enrollees must be contacted and a scheduled time arranged.

3. The administration of both the vocational school and the sending school must be contacted to arrange for proper release time.

A Plan For Action

Optional activities also involve:

1. Including the parents of the nontraditional students to attend the in-service (workshop), tour, or the activity planned with the nontraditional students.

2. A separate meeting might be established for the parents of the traditional students.

In-Service - What To Do

Instructional staff should coordinate in-service for the whole student body on classroom behaviors appropriate to accommodate the nontraditional student without bringing a spotlighting to the nontraditional student. (There are activity sheets in the Appendix to support this strategy.)

Making It Work

1. Instructional staff can in-service students. Good student relations to eventually turn to good co-worker relations is a part of vocational education. It should be incorporated into the class.

2. Ask the administrator or support staff to in-service students, both traditional and nontraditional. Support staff or administrators can be asked to speak with the students and incorporate activities and discussion to facilitate good relations between traditional and nontraditional students.

3. Youth organization responsibility - One or two youth organization meetings can be devoted to discussion concerning the nontraditional student and traditional student relationship.

Things To Think About

1. Vocational instructors can incorporate this topic into regular curriculum and youth organizations by emphasizing student relations evolving to good co-worker relations. This types of discussion can dispel problems that may come up in the future in the class with nontraditional students.

2. Current nontraditional students in the class or in other classes may be able to assist by being incorporated in leading a discussion. Such persons could be valuable in talking about:
   a. their past experiences - good or bad
   b. some helpful hints for classroom or field experiences
   c. some do's and don'ts concerning nontraditional students.

A Plan For Action

1. Optional activities could involve:
   a. The parents of the students to attend the sessions for reinforcement of the traditional students.
   b. Asking advisory council members to present or to attend the in-service.

2. The student in-service should cover a range of topics with a variety of activities from films and movies, to role play situations and discussions. The following are the general areas to be covered:
   a. What is sex-bias, sex discrimination, and when do we sex stereotype?
   b. Do we sex stereotype people at home, at school, at work?
   c. How do we overcome the problem?

   (See Student In-Service materials in Appendix: In-Service.)

In-Service - What To Do

Instructional staff need to in-service the advisory councils in the retention of the nontraditional student. (There are activity sheets in the Appendix to support this strategy.)

Making It Work

Suggested topics for this in-service include the following:

1. Assisting with the "buddy" effort. (See example below.)
   a. What the "buddy system" can do for nontraditional students.
   b. What are the responsibilities of the advisory council in this effort.
2. Serving as a role model for students.
   a. Class speaker
   b. Assisting with student activities: class projects, field studies, tours
3. Helping with company tours
   a. Nontraditional employees could speak on their experiences
   b. Employee relations between traditional and nontraditional workers
4. Employee shadowing - "A day on the job" and how this experience can benefit nontraditional students. (See example below.)

For example: The "buddy system" works when some students are not as familiar with small tools or equipment. Team them up with a more knowledgeable student; especially when they have tool room responsibilities.

For example: Employee shadowing is helpful when students are uncertain of their chosen vocation. For instance, Joe is not certain he wants to be a computer programmer. His dad's best friend is one and Joe's dad asks his friend if his son can come visit him on the job for an hour or so...

Things To Think About

Instructional staff could set up a program advisory council task force to establish the in-service sessions. Outside speakers who have coordinated "buddy systems" and job shadowing could speak about how to establish the process. Where direct student contact will be made, the instructor must give guidelines to the council. For instance, if a member wants to be a "buddy" to a nontraditional student, the instructor must in-service that individual as to what is or is not acceptable in the class. In such a manner, the council member will know the exact parameters of his/her responsibilities.

A Plan For Action

It must first be established that there is a need for assistance from the advisory council to retain the nontraditional student. The instructor would be wise to use some of the materials from "Expanding Options, A Model to Attract Secondary Students in Nontraditional Vocational Programs" to make the advisory council aware. Useful in this discussion are the following materials from that model are: (See In-Service in the Appendix.)

1. Transparencies: 1, 3, 4
2. Activity Sheet: 2, 8, 12

The following resource may be valuable:

Gorman, A.M. **Local Advisory Council Involvement in Effective Sex Equity in Vocational Education.** Stillwater, OK: Oklahoma State University, 1979.

Curriculum Support

Curriculum Support - What To Do

Instructional staff should have available subject matter material on the following topics: assertiveness, decision-making, time management, leadership, and employability skills. (There are activity sheets in the Appendix to support this strategy.)

Making It Work

1. One method to incorporate this content into the curricular structure is through the student organizations. This is a valuable tool, and should support similar content in the daily vocational class.

2. One hour per week could be set aside for a unit in one of the above areas. It must not be forgotten that not just nontraditional students need assistance in assertiveness training, decision-making, time management, leadership and employability skills. Usually all students need this assistance.

3. Each concept should be regularly reinforced in the classroom and laboratory situation. Reinforce positively a student who makes good use of time, is assertive rather than aggressive, and displays leadership capabilities.

4. Another method for incorporating the content is through the use of individual modules developed locally or purchased as a packaged system.

Things To Think About

1. Unit titles such as Assertiveness Training and Employability Training are not "drawing cards" for students. We do not want students to skip class over the thought of sitting through "Assertiveness Training". So...**Change the name of the unit!**

2. Use a variety of personnel to highlight the topics: role models, administration, community business people.

3. Use a variety of activities to support the unit objectives: role playing, work sheets, round table discussions, brainstorming, debates, student presentations.

4. Use a variety of media to present the ideas: films, tapes, books, journals, newspaper articles, transparencies.

A Plan For Action

1. Highlight the nontraditional student, but do not focus in on the nontraditional student as the purpose of the unit.

2. Many vocational educators may feel uncomfortable with the type of content that is presented here. Do not be alarmed. After reading through the resources and activities, you will find that you have probably been teaching assertiveness, time management, and the others without formally identifying them with those titles. Your units can be:

   a. simple
   b. fun
   c. a vehicle to grow closer to your students.

3. See the resources and content outline in the Appendix.

Curriculum Support - What To Do

Instructional staff should use the "buddy system" with nontraditional students, particularly if less than three nontraditional students are enrolled in the class.

Making It Work

The "buddy system" is a simple technique to help any student unfamiliar with the surroundings feel more comfortable fitting within the social structure and expectations of the vocational school. The "buddy system" can work if a student moves to the district during mid-semester, or if used with the nontraditional student.

1. The "buddy system" can work on a formal basis where the student is assigned to another student and an agenda is established over a period of two to three weeks for both students to follow:
   a. Introduction to youth organizations
   b. Tool and equipment storage
   c. Tour of laboratory
   d. Safety orientation
   e. Introduction to other vocational areas/staff/students

   The role of the "buddy" would be one of clarification and orientation.

2. The "buddy system" can also work as an informal system for laboratory activities. The first few weeks are critical. It is important that laboratory group assignments be given so that the "buddy" can be present and assist in the groups. The nontraditional student can begin to build confidence in the use of machines and tools, and be comfortable in a supportive atmosphere. This method may take some special scheduling. The veteran students who would be the best "buddies" are more than likely in classes other than the times when the beginning or nontraditional students are in the vocational class.

   For example: Because of some of your students' background some are more versed on machining tools; let's say the bridgeport. Janine has never operated one before. It is a good idea to team Janine with one of the more experienced students.

Things To Think About

The students selected for the "buddy system" should be veteran students, hand picked by the instructor. They should have the qualities of a student willing to assist other students and share with them the important customs of the vocational school. The "buddy" should be a nontraditional student whenever possible.

1. The students selected should be put through a short in-service of their own to understand what their particular responsibilities will be to the entering students. (See "Buddy System" Orientation transparency masters. See Curriculum Support Appendix.)

2. This strategy could be a student organization assignment and students could be recruited from these organizations to make the core of students.

A Plan For Action

Matching the "buddies" to the entering students is important. You may be at a disadvantage to do this before you come to know the entering student. However, the following schedule might assist in the process.

1. Late spring
   a. Recruit "buddies" - sign up sheet, announce in class, announce in student organization meetings
   b. Select "buddies" - you may not need all that sign up or some may not be appropriate.
   c. Obtain projected nontraditional enrollment figures

2. Fall (faculty planning)
   a. Obtain final class list
   b. In-service "buddies" - the in-service should last no longer than 1/2 day.
   c. Second/third day of class - assign and introduce "buddy" to student.

Make certain that prior to this time, the counselor has alerted the nontraditional student to the "buddy system". Some nontraditional students may reject this system.

Curriculum Support - What To Do

Instructional staff should publish news stories about vocational students in school newsletters, vocational newsletters, or community newspapers.

Making It Work

1. The quickest method is to have a journalism student or local columnist write the article himself/herself. Offer the specific guidelines to be mentioned in the article. Outside writers will have a tendency to focus on the unusual causing the nontraditional student to be singled out. If this is the intent and the student wants the attention, this is fine. If not, be specific in what is to be included in the article. Read the article before it is printed. Check for biased language and statements.

2. The article on class activities, projects, and/or accomplishments could be a class assignment individually written by students or as a group project. This would not only allow the nontraditional student's involvement, but enhance writing styles besides!

Things To Think About

The following suggested guidelines to follow are not meant to focus on nontraditional students but to highlight the class and include the nontraditional student.

1. Pictures can include nontraditional, but other students as well. If more than one picture is used, all pictures should not include the same people!

2. State specifically what the purpose of the article is to achieve: to feature a vocational class, an event, a product, the student organization, etc.

3. Include in each aspect how students (nontraditional and traditional) contributed.

4. Avoid jargon: i.e., "We have six nontraditional students enrolled in welding this year."

5. Review each article before it is written.

A Plan For Action

A regular, short, concise newsletter to Advisory Council members from the vocational school is a good feature, but a class newsletter to a program advisory council is also an alternative. This keeps advisory council members informed, links students' names to faces, and provides involvement for retention and planning purposes. There are other people to share with also:

1. Newsletters to program advisory councils

2. Newsletters to local business people, organizations, affiliations

3. Newsletters to sending school staff

4. Newsletters to parents

Each or any of these publications can be done on a regular basis, on a monthly, or bi-monthly schedule.

Curriculum Support - What To Do

Instructional staff should plan industrial/career fairs or "hands-on" activities for students in junior high and middle school or at least for freshmen or sophomores.

Making It Work

1. Vocational staff could arrange to visit elementary classrooms or junior high social studies or industrial arts classes and display some of their student's projects. The instructors, with more planning, could arrange a small activity to allow the students a "hands on" activity. Included in such a presentation should be media (slides, movie) describing the vocational area.
2. Vocational staff could plan a career fair or industrial fair. Students from the elementary and junior high schools could visit the vocational class. Much more planning would be involved to plan for this 1/2 to full day activity.
3. Vocational staff could plan a limited activity for only those nontraditional prospects to be involved in a "career day". They could participate in "hands on" activities to a limited extent. In such a manner, they would become better acquainted with the expectations of the class, the teachers, and of themselves to prevent dropping out after class has started.

Things To Think About

Career fair: To avoid scheduling problems, the career fair could be held at night and coordinated with the counseling and administrative staff. It could also be held in conjunction with a parents' night activity or a Parent-Teacher Organization meeting. Gain the cooperation and participation of each program advisory council. The following should be considered in your planning:

1. Tour guides to give the visitors a general orientation to facility - on a rotating, scheduled bias.
2. Safety: eye protection or distancing by marked off areas.
3. Display of projects, material, or some small item that visitors can take home.

A Plan For Action

1. Twelve months prior - Appoint steering committee.
2. Six months prior - Plan date, time, location
3. Three months prior - Alert sending schools to the event by mail out announcements.
4. One month prior - Assign advisory council or students to a particular machine operation, demonstration, and/or tours. Order extra materials necessary and obtain a tentative/schedule of visitors.
5. Two weeks prior - Have students plan/arrange display for the day or evening. Have the students to begin to make extra projects to be taken home by visitors (if they are not going to make them as a hands on activity).
6. Two days prior - Each vocational area instructor should meet with his/her team and have a practice run through of activities.

Self-Awareness

Instructors need to keep themselves informed concerning related careers and provide occupational awareness opportunities for their students. (There is an activity sheet in the Appendix to support this strategy.)

Making It Work

Sometimes we, as vocational educators, focus on specific skills in a class. Many of the skills learned in the class carry over to other vocational areas and to other jobs. As these vocational skills are learned, the instructor needs to plant into the curriculum awareness that a whole range of job possibilities open up after learning that skill. There is no key method to infuse this into curriculum.

1. Advisory councils can keep teachers informed about local labor market trends to have accurate information on related careers and jobs.
2. Displays, bulletin boards, class assignments must reflect related careers and occupations.
3. Establish career awareness in the beginning course in the vocational area prior to students enrolling in vocational education.
4. Suggest to the administration the possibility of a general occupational awareness course.
5. Develop or purchase self-administered career modules which address related careers.

Things To Think About

The clustering concept is sometimes used to broaden career options once particular skills are learned by the student. Incorporating this concept into an established curriculum can be difficult if the course structure calls for specific skills related to specific jobs. The beginning or introductory course to the vocational area would be an ideal place to begin the career clustering concept to make students aware of the variety of occupations for which they can prepare.

A Plan For Action

A key alternative is to establish an occupational awareness course which would incorporate exploration of all the vocational fields. This would naturally be a matter for the administration.

(See Self-Awareness Appendix.)

Information gathered on students who stay in vocational classes as well as students who drop out after the class has started would be helpful information, valuable to to the area of retention. (There are activity sheets in the Appendix to support this strategy.)

Making It Work

1. The most time consuming method for this is to look up the student's permanent record on a case by case study. Information on family, grade attainment, types of courses taken, school attendance will be found in this file.

2. Another method that could be used in conjunction with the student's permanent record is to speak with counselors or teachers who know the student well. A valuable contact, and quickly done, if by phone, is the student's parents.

3. The final method, and one used by many businesses when an employee terminates, is an exit interview. Although those who are staying in the class would be easy to contact, the dropouts may have to be sought out. The vocational school or sending school may be of assistance here.

4. It is important to note that information should be gathered on both nontraditional and traditional students who drop out of class, as well as some of the nontraditional and traditional students who complete the class. This kind of information forms a basis for comparison.

Things To Think About

1. Collecting information may assist in conversation with nontraditional students about the class expectations, the people that comprise the class, and environmental conditions.

2. One way to supplement the information gathering process is to have each student complete a questionnaire on the first day of class. (See Appendix - Self-Awareness.) The questionnaire developed is an example. You may have an in-house type questionnaire already available. It would be a simple matter of pulling out the questionnaire responses of those students you wish to study.

A Plan For Action

The following may assist in information gathering or the development of the questionnaire.

"Kane, R.D. A Study of the Factors Influencing the Participation of Women in Nontraditional Occupations in Postsecondary Area Vocational Training Schools." R.J. Associates, Arlington, VA, 1976.

This strategy does not exclude gathering information on both male and female students. You may find similarities in the male and female retainers and dropouts.

Self-Awareness - What To Do

Instructional staff should become aware of the methods in which they may subtly stereotype women and men, and seek methods to overcome this stereotyping.

Making It Work

1. The quickest methods are self-administered paper/pencil evaluations to determine if there are subtle ways of discrimination or stereotyping students in the class.

2. Administration could ask students to complete a pencil/paper questionnaire on stereotyping.

   For example: Let's say you had one of your class lectures or demonstrations video taped so students could use it over again in case they missed a point. You notice in reviewing the tape that you keep referring to health care attendants as "she", despite the fact you have a male enrolled in your class. This is a subtle way of stereotyping.

Things To Think About

This strategy is a key issue in the retention of nontraditional students. Not only does the instructor represent a better role model, but nontraditional students feel more comfortable and will be willing to stay in the class. Areas that should be considered are:

1. Language
   a. Student/peer
   b. Teacher strategies, delivery, lectures, demonstrations

2. Curriculum
   a. Texts
   b. Media
   c. Displays

3. Facility
   a. Equipment
   b. Clean up area

4. Youth Organizations
   a. Members
   b. Activities

A Plan For Action

The following evaluations may "fit the bill" or may be adapted to the area in need of evaluation:

Sex Equity Guidelines for Guidance and Counseling Personnel.
Sex Equity. Virginia Polytechnical Institute and State University.
Untapped Resources in Vocational Education: Teacher Materials.
Good, James D., ed.

Available at IML, 10 Industrial Education, UMC Columbia, MO 65211. It is equally important to develop your own evaluation system to assess sex fairness.

Networking

Networking - What To Do

Instructional staff should collaborate with sending schools by displaying student projects or products at the sending school.

Making It Work

As a vocational educator you may feel it appropriate to contact and "clear" this strategy through your own administration.

1. Have vocational administrator make the contacts, if appropriate.
2. Work with the students to display:
   a. Projects or final products of their class involvement.
   b. A display of some process; i.e., an aluminum casting with pictures, the stages of this process, and some of the tools involved.

It is always a good idea to educate the general education public about vocational education. This gives them a better understanding of vocational education, and the students developing the display have a feeling of pride and responsibility directly related to retention, not only in the class, but the vocational field as well!

Things To Think About

Do not display, through a special effort, all nontraditional student work! Have a balance of both, particularly with pictures.

A Plan For Action

1. The display could be a project of the vocational youth organization.
2. The theme could be nontraditional vocational education displaying:
   a. Posters
   b. Brochures
   c. Mention of career day or industrial fair
   d. Student youth organizations

Networking - What To Do

Instructional staff can involve the advisory council to serve as role models to nontraditional students and parents. (There are activity sheets in the Appendix to support this strategy.)

Making It Work

1. Local advisory council members, both male and female, should be invited in to speak to the class on job opportunities in their field.

2. Local advisory council members, both male and female, should be invited to speak to parents during:
   a. Open house
   b. Planned activity where parents from a specific vocational class are invited to class or to a special after school parent meeting.
   c. Parent/teacher organization - this will take much planning, but will reach a broader base of parents, particularly of younger children.

Things To Think About

Speakers should be selected from the program advisory who can address the specific issue of nontraditional vocational opportunities. An alternative method is to take the students and/or parents, to the advisory council member's place of business. Not only would this generate more student/parent interest, but both parties may be able to visit with nontraditional workers on the job.

A Plan For Action

1. If the advisory council member speaks to the students, have the students complete the speaker questionnaire guide.

2. If it is a planned after school activity, have the advisory council members form a panel, talk about their companies, product, and conduct an open forum with parents and advisory council members.

Networking - What To Do

Instructional staff should collaborate with business, industry, and community agencies in the retention and employment of nontraditional students.

Making It Work

1. Visit the Chamber of Commerce and ask a chamber representative to speak to your class or at a student organization meeting. Acquaint students with the chamber, what it represents and its offerings to the community.

2. Visit the social organizations in your community and arrange for them to visit your class, to tour, or to speak. Many times these agencies offer community services in job placement, support services that might help in retention problems (from child care to counseling), job development classes, and time management counseling.

3. Join and/or speak at social or civic organizations.

4. Tour businesses and industries and arrange for class field trips.

Things To Think About

1. Specifically ask the community groups to talk about males or females whom they know or those currently working in the agency who are in nontraditional roles.

2. Make a list of the social agencies that have and offer support systems for the nontraditional youth or adult.

3. If you speak at organizational gatherings, ask for the business card of the persons gathered there. Make specific mention of the efforts to work with nontraditional students and use nonsexist media.

A Plan For Action

1. For class speakers or community agency visit, prepare the students with some background material and divide the class into groups to develop specific questions around the following themes:
   a. What types of opportunities do you provide the educational community?
   b. What types of opportunities do you provide the business and industry community?
   c. What opportunities do you provide the nonworking youth or adult community?

Networking - What To Do

Instructional staff should use advisory council members or retired members of the labor force for purposes of counseling students or developing a "buddy system". (There are activity sheets in the Appendix to support this strategy.)

Making It Work

This strategy would require careful and long range planning with involvement from both administration and counseling staff. Since the counseling center is known to be over burdened, this could offer a feasible alternative to have someone readily accessable to work with students on a regular basis:

1. Listening to student problems and concerns.
2. Reinforcing what students have learned
3. Assisting with laboratory activities.
4. Assist with coordinating field trips.
5. Coordinating and helping with student organization meetings.

Things To Think About

The most significant drawback to the volunteer system is:

1. Irregular schedules of the volunteer: sometimes they come, sometimes they do not appear.
2. Steering them to what they do and directing them away from what should not be done. For example, a student indicates to a volunteer that he/she has a "heavy duty" problem. The volunteer takes it upon himself/herself to engage in "heavy duty" counseling. This situation can present problems.

   The key to appropriate volunteerism, and it can be very valuable in these cases, is consistent in-service training of these people. They should be considered as aides and trained appropriately to follow a specific set of directions. Instructors cannot expect to face a group of untrained volunteers. The volunteer may know his/her field, but not the day to day operations of a classroom, the learning strategies, safety precautions, etc.

A Plan For Action

1. How to attract volunteers.
   a. Put the word out through advisory council members.
   b. Newspapers
   c. Chambers of Commerce
   d. Senior citizen organizations
2. General school orientation for recruited volunteers.
3. Classroom/laboratory orientation for recruited volunteers.

ACTIVITY SHEETS

APPENDIX A

POLICY

-EXAMPLE-

GOAL PLANNING

Goal 1 _____

How will it be done? _____

Who is responsible? _____

Goal 2 _____

How will it be done? _____

Who is responsible? _____

Goal 3 _____

How will it be done? _____

Who is responsible? _____

Goal 4 _____

How will it be done? _____

Who is responsible? _____

SAMPLE QUESTIONS TO ASSIST IN MAKING
EQUITY COMPLIANCE JUDGMENTS

Gender Bias/Stereotyping

1. Is the generic 'he' or 'she' used in referring to a stereotyped occupation?
2. Are there sexist occupational titles such as 'fireman' instead of 'fire-fighter'?
3. Are there only one or two examples of equal sex treatment with the rest dominated by male/female stereotyped roles?
4. Are there sexist expectations such as the assumption that women ultimately will want to leave their jobs to raise a family or that men are expected to be the sole provider for a wife and children?
5. Is there singular emphasis on woman's appearance as a factor in being hired?
6. Are the changing roles of men and women dealt with in the teacher's manual or material itself?

Ethnic Bias/Stereotyping

1. Are minority people stereotyped by skin color, facial features, hair styles, etc.?
2. Are minority workers isolated from white co-workers?
3. Are minority people being supervised or taking directions?
4. Are minority people shown supervising or training white workers?
5. Are minority workers shown looking indecisive or confused?
6. Are minority workers shown as thinkers, planners or skilled workers?
7. Are minority workers shown as unskilled workers?
8. Are minority people shown serving white people?
9. Are white people shown serving minority people?
10. Where people are shown doing socially useful work, are minority people adequately and positively represented?

Age Bias/Stereotyping

1. Are the referenced occupations characterized as young or old people's 'work'?

2. Are age qualifications/cutoffs applied without correlation to performance capability?

3. Do the materials depict age ranges in illustrations of workers and textual references?

4. Is reference made to logical 'second career' possibilities and the reinforcing aspects thereof?

5. In treating superordinate/subordinate relationships, is the relative age issue directly and honestly addressed?

6. Is the value of experience treated in a proper manner as compared to schooling and training?

Disability Bias/Stereotyping

1. Are there examples of successful students/workers with varying disabilities?

2. Does the text refer to adaptions making work possible for key disabilities?

3. Are disabilities totally ignored?

4. Are the real relationships between disabilities and job requirements honestly treated?

5. Do the illustrations contain examples of the disabled?

6. Does the narrative refer to disabilities that are not visually obvious?

ASSESSING SEX-FAIR TEACHING BEHAVIORS

Checklist For Sex-Fair Teaching Behavior

As a vocational teacher you serve as a model for students. The example you set can significantly affect students' attitudes and behaviors concerning sex-fair treatment of others. Complete the following "Checklist for Sex-Fair Teaching Behavior" to assess the model you provide your students.

In my teaching, I:	Always	Sometimes	Never
1. Provide the same course content for students of both sexes.	____	____	____
2. Provide the same learning activities and projects for students rather than different ones (such as more lab work for boys, more book work for girls).	____	____	____
3. Set the same standards of behavior for all students in the classroom.	____	____	____
4. Allow all students equal access to tools and equipment.	____	____	____
5. Encourage all students to be equally considerate and courteous of others.	____	____	____
6. Administer the same reprimands or disciplinary actions to students for misbehavior.	____	____	____
7. Use gender-free terms and occupational titles rather than sex-specific ones (such as "human" or "person" instead of "mankind", "man", or "saleslady").	____	____	____
8. Avoid stereotypical phrases (such as "boys will be boys" and "girls should act ladylike").	____	____	____
9. Give equal attention to students of both sexes (rather than more criticism for boy, support for girls, or vice versa).	____	____	____
10. Establish the same safety and/or sanitation and dress requirements for all students (such as all students wear shop or lab coats or aprons).	____	____	____
11. Establish and apply the same grading system to all students (not allowing for one sex to be less capable).	____	____	____

	Always	Sometimes	Never
12. Incorporate the topic of sex discrimination, stereotyping, and bias into course content and discussion whenever possible.	____	____	____
13. Provide information to students about expanding occupational and/or family activities for both sexes in areas that have traditionally been considered appropriate for only one sex.	____	____	____
14. Assist both girls and boys in recognizing that their adult roles will probably include work, parenting, and homemaking.	____	____	____
15. Involve students in identifying examples of sex discrimination, stereotyping, and bias in textbooks, curriculum materials, media and other course-related materials (such as trade journals, job descriptions, and application forms).	____	____	____
16. Help students identify sex discrimination in their education and personal lives.	____	____	____
17. Request anonymous student evaluations concerning any sex discrimination, stereotyping, or bias they may feel exists in my classroom.	____	____	____
18. Encourage students to correct me if I "slip" and use sex-specific terms or sexist generalizations.	____	____	____

SOURCE:

Ferris, C."Expanding adolescent role expectations: Information, activities, and resources for vocational education."

FACILITY EVALUATION AND PLANNING SHEET

Vocational Area: _____

Student Profile: _____

Age range of students: _____

Physical size range: _____

Height range: _____

Range of physical strength: _____

Range of motion: _____

Types of mobility: _____

Range of reading levels: _____

Equipment List	Reading level of instruction/safety	Print size of gauges or dials	Safety gauges, modifications, switches	Tightening devices (tool adjustments)	Tool weight	Recommendations
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

Safety Equipment (various sizes) _____

Locker Facility (separate) _____

Clean Up Station _____

Restroom (male/female) _____

FACILITY PLANNING SHEET

Safety Equipment (various sizes) _____

Locker Facility (separate) _____

Clean Up Station_____

Restroom (male/female)_____

ACTIVITY SHEETS

APPENDIX B

IN-SERVICE

FACULTY DEBRIEFING

Instructions: This form can be passed out at the conclusion of the faculty activity. The ideas should be shared together and not necessarily written down.

1. How have your attitudes about vocational education changed?

2. A student desires to take a vocational course. What would be some insightful information to share with this student to prepare, and yet, encourage this student?

3. If a nontraditional student comes to you with a concern about a vocational class, how will this experience help you handle the problem?

4. How has this experience helped you to understand the changing role of women in a working and industrial world?

5. Think about the academics and the classes students take in high school. Do we need to re-think any of the pre-requisites required for vocational class offerings?

Five Major Influences in Making Career Plans

1. EXPERIENCES
at home, school, and work

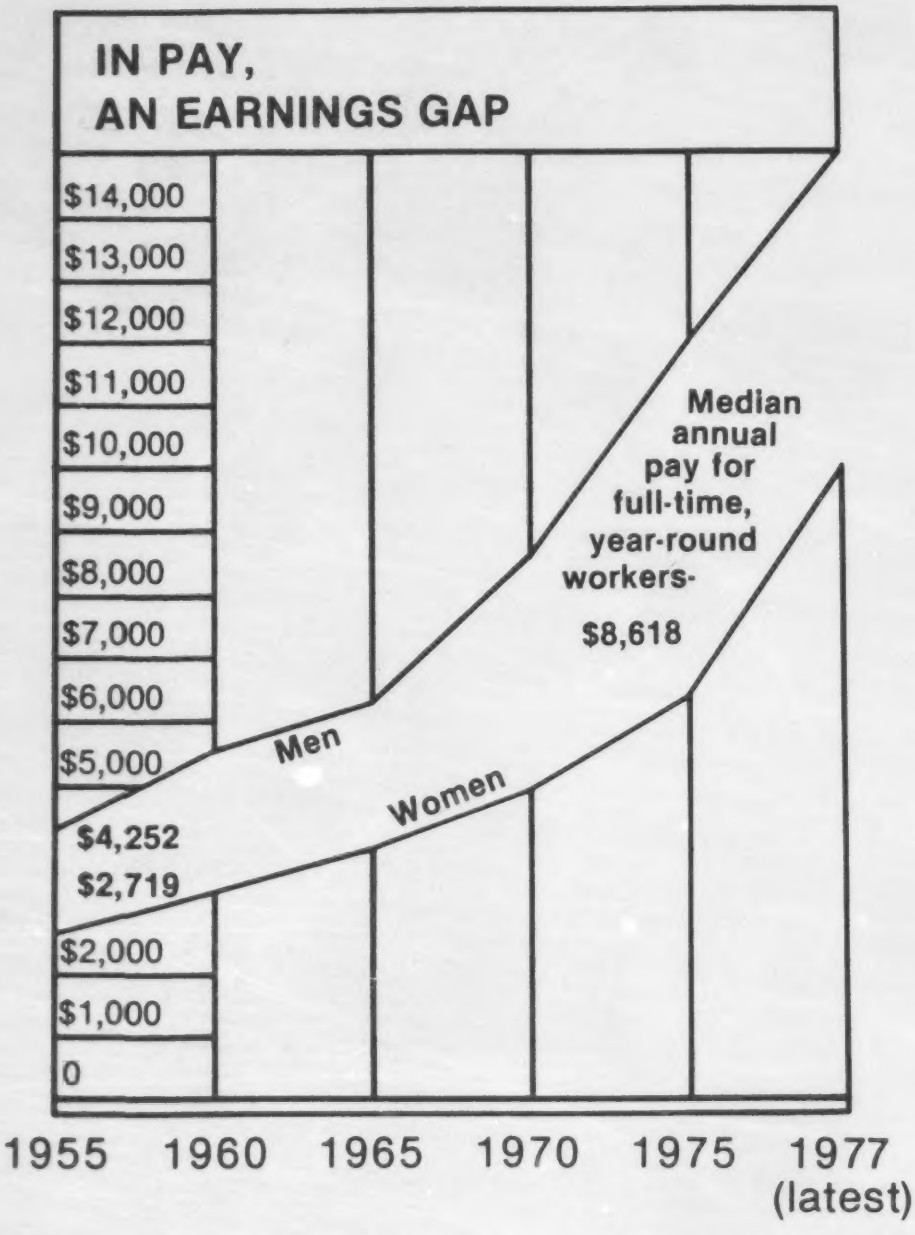
2. INTERESTS
Your hobbies, leisure activities

3. ROLE MODELS
persons you want to imitate

4. FRIENDS & RELATIVES
their ideas and opinions

5. KNOWLEDGE OF CAREER OPTIONS

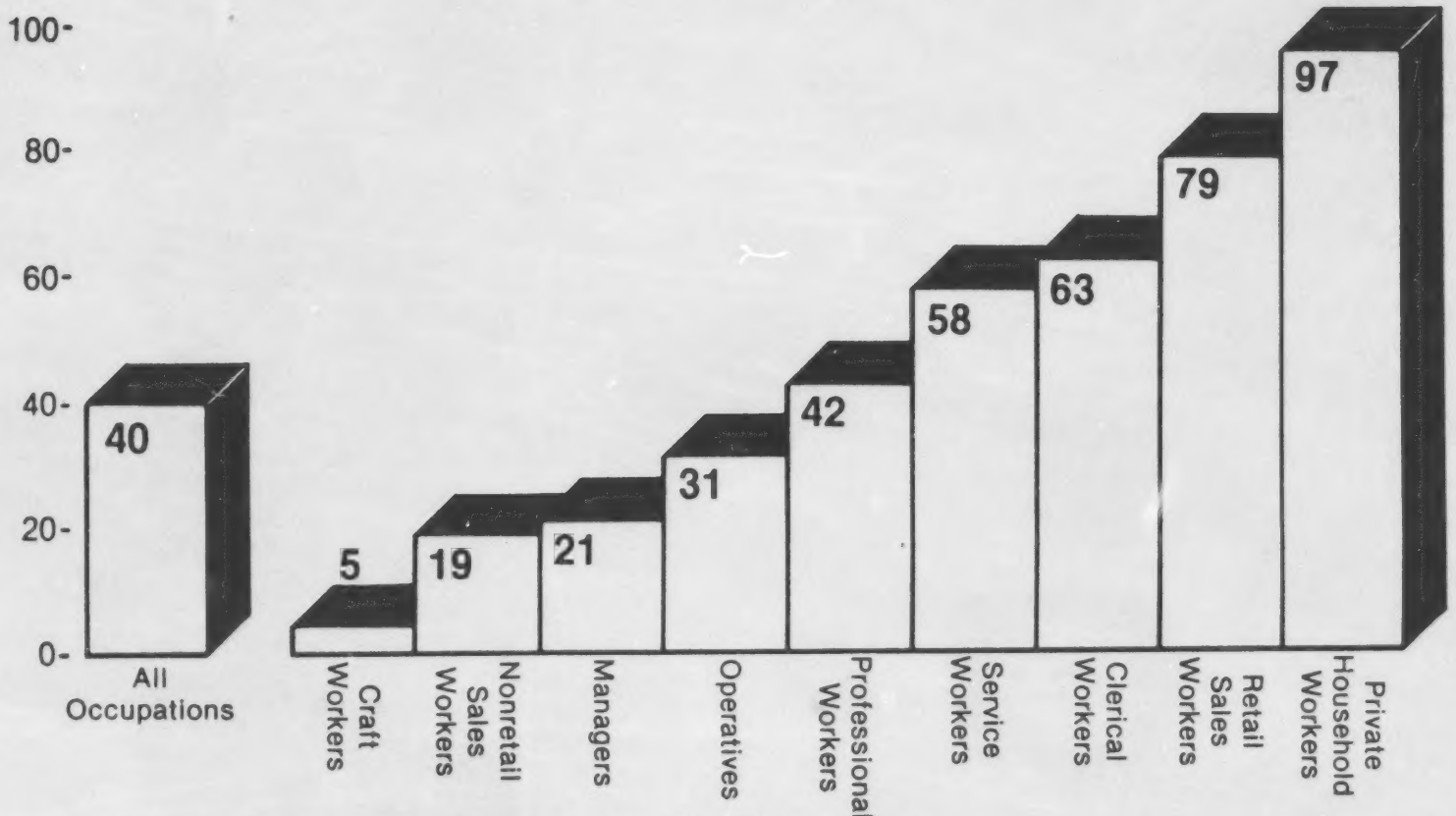
Source: Influencing factors adapted from a study; Secondary Students' Views on Occupational Sex Stereotyping. Indiana University, Bloomington, 1977.



The typical woman employee, therefore, was paid 58.9 percent of what the typical male worker earned in 1977, down from 63.9 percent in 1955.

Source: U.S. Depts. of Labor and Commerce; National Science Foundation.

Women Are Underrepresented as Managers and Skilled Craft Workers



Source: Prepared by the Women's Bureau, Office of the Secretary, from 1977 annual average data published by the Bureau of Labor Statistics, U.S. Department of Labor.

INSERVICING:

Use These Support Systems for Teachers of Nontraditional Students

Instructional Support Systems

Preclass Orientation

Printed Materials for Nontraditional Students

Buddy System

Do's and Don'ts of First Few Days

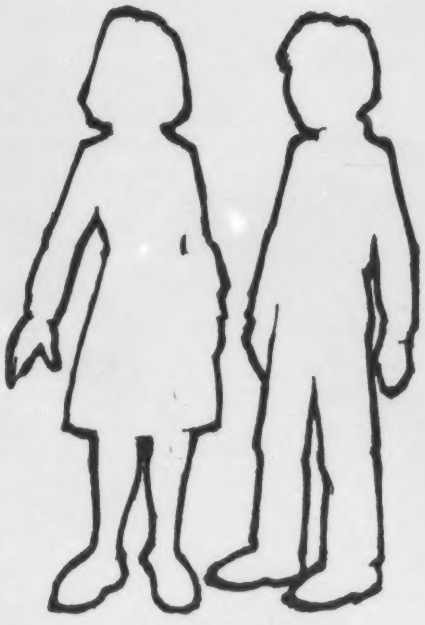
INSERVICING:

Class

Laboratory

Youth Organizations

Try The **Buddy System**



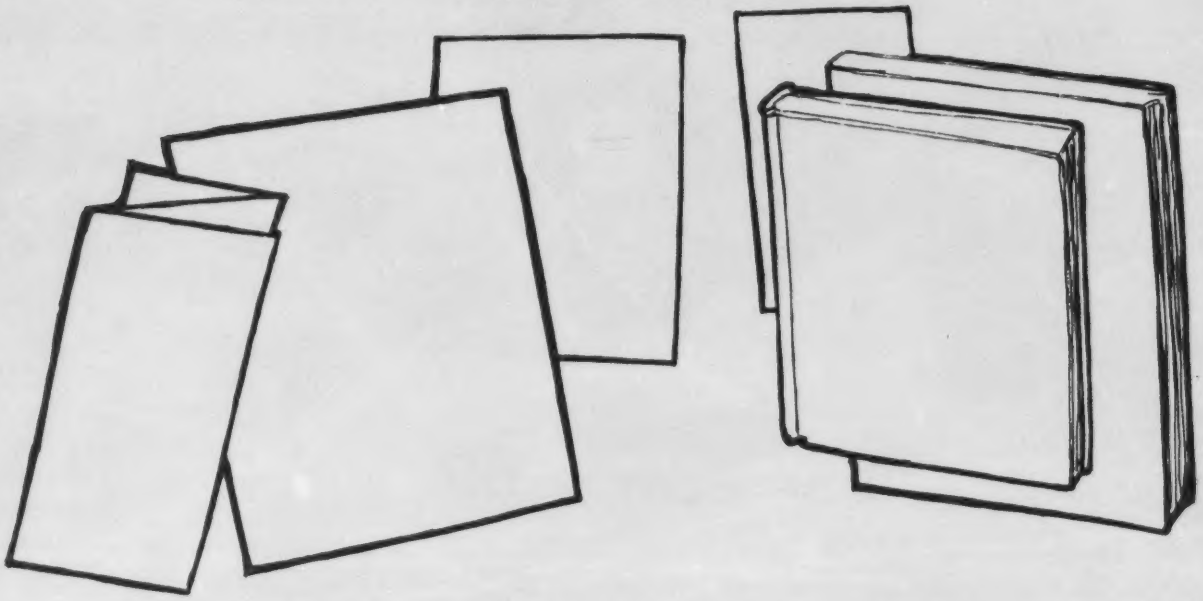
INSERVICING:

Give Pre-Class Orientation

Introduce Student to What is Expected
Provide Information
Provide "hands-on" Activities

INSERVICING:

Distribute Printed Material



Students can read about class expectations

Brochures

Texts

Class Outlines

INSERVICING:

Do's and Don'ts

DO:

Treat them as any other student

Invite counselor or administrator in, to give a 15 minute introductory talk.

Plan to speak with all students individually. The nontraditional student should be one of the first.

Be conscious of language and instructional materials.

Be conscious of other students' reactions.

DON'T:

Draw undue attention to the student.

Publically announce the nontraditional student as nontraditional.

Allow other staff members to draw undue attention to nontraditional student.

SEX-ROLE STEREOTYPING

The following questions may help you clarify some of your interests with respect to sex roles. There are no right or wrong answers. Indicate whether or not you agree with each statement. Compare your answers within the group and discuss the reasons why you agree or disagree. Do men and women respond differently?

	Agree	Disagree	No Opinion
1. A career is necessary for a woman to be truly satisfied.	_____	_____	_____
2. A career is necessary for a man to be truly satisfied.	_____	_____	_____
3. Being a wife and mother is necessary for a woman to be truly satisfied.	_____	_____	_____
4. Being a husband and father is necessary for a man to be truly satisfied.	_____	_____	_____
5. Men and women should share equal responsibility for housekeeping chores.	_____	_____	_____
6. Parents should share equally in caring for their children.	_____	_____	_____
7. Men and women should share responsibility for contributing to family income.	_____	_____	_____
8. A working wife should earn less than her husband.	_____	_____	_____
9. Women should not hold jobs in which they get dirty.	_____	_____	_____
10. Men should not be expected to do things around the house that would embarrass them in front of their friends.	_____	_____	_____

SOURCE: Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities. Los Altos, California: Carvel Education Management Planning, Inc. 1979.

SOCIALIZATION

Time: 1 group meeting

Objective: To become aware of the positive and negative effects of socialization on personal, social, and professional life.

Directions:

Socialization is the means by which society puts people into roles, complete with accompanying expectations of role performance. Socialization determines such aspects of life as hairstyle, dress, music, vocabulary, and job fulfillment (who gets what and why). Socialization is the means by which society introduces people to the rules and roles of their culture.

A typical example of the kind of socialization students experience is called "peer pressure." Discuss the following questions about socialization:

1) What are some of the different types of socialization and how do they affect our daily lives?

2) What are several types of peer pressure that students routinely experience?

Activity: The conclusion of "Anything You Want to Be" reads - "I think I'll be a woman, whatever that is." How does socialization in American society shape what a woman should be? Have each group participant answer the above question by beginning his/her statement with, "I think a woman is _____."

THE CASE OF PAT

Time: 1 group meeting

Objective: To increase awareness of the socialization of bias, how it affects role expectations and the decision-making process.

Directions:

Step 1

In order to help group members become aware of the socialization of bias, make copies of the short article (below) "The Case of Pat" and pass them around to be read individually.

Step 2

Share what each member has written about the issue. Do not allow reference to or discussion of the sex of Pat at this point.

Step 3

What sex did the majority of the group suspect Pat was? What made each member sure of his/her determination? If Pat were of the opposite sex, would members' answers to the questions be the same? Discuss.

Pat is just graduating from high school. Five foot nine, trim and athletic, Pat has excelled in track, winning several intra-mural competitions. Pat is also a school leader, vice-president of the senior class, and extremely popular with both male and female students. Without too much effort, Pat has managed to graduate tenth in a class of 200. To the surprise of both friends and family, Pat has decided not to go to college, but to work as an apprentice electrician instead.

Write a short paragraph describing how you feel about Pat's decision.

Project Scope: An Equal Chance. Susan Riley and Elizabeth Keroock. Billerica, MA 01866.

ATTITUDES TOWARD NONTRADITIONAL CAREERS*

The items have been designed to explore attitudes regarding three areas--women and work; nontraditional careers for women; and nontraditional careers for men. The scale can be used by facilitators in several ways. For those who would like to assess change in learner attitudes over time, the scale may be administered first as a pretest before the use of the materials, and then as a post-test after the materials have been experienced. Facilitators may also want to use the scale for comparisons between groups of learners. In addition, the facilitators may want to use the scale as a starting point for discussion.

SCORING

The scoring to be used with the scale is an averaging procedure. In order to establish a numerical base, each of the five rating positions (SA,A,N,D,SD) should be assigned a number starting at the left by assigning the number "1" to "Strongly Agree" and ending on the right by assigning the number "5" to "Strongly Disagree". The scores for each statement are then averaged. For example, if there are ten people participating, add the ten ratings for the first statement and then divide the total by ten. Continue this procedure for each statement. It is important to note that the numbers obtained as a result of the averaging process have no value, but only serve to identify a position on the scale.

*Adapted from and reprinted with permission of Fredell Bergstrom PROJECT EVE, University of Houston, and Houston Community College, 1975.

SOURCE: The Whole Person Book: Towards Self Discovery and Life Options. (Lincoln, Nebraska: Nebraska Commission on the Status of Women), August, 1977.

ATTITUDES TOWARD NONTRADITIONAL CAREERS

Please answer the following questions based on your personal feelings about each of the ideas. There are no correct answers. Answer by circling the response which most closely represents your feelings using the following guide: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree

1. Full-time, outdoor jobs are unsuitable for females. SA A N D SD

2. Most women would marry a man even though he works as a secretary/clerk. SA A N D SD

3. Women who have paid jobs are unhappy. SA A N D SD

4. Truck driving is an appropriate career for females. SA A N D SD

5. Men are not patient enough to work with small children in nursery school. SA A N D SD

6. Boys interested in being a hair stylist are sissies. SA A N D SD

7. A woman can have a career while raising a family. SA A N D SD

8. Money is the only reason that adult women work outside the home. SA A N D SD

9. Physically, women are not capable of working as fire fighters. SA A N D SD

10. A woman can be a good mother while working full-time as a stockbroker. SA A N D SD

11. Women are becoming too independent today. SA A N D SD

12. Most boys do not have the finger coordination to be a typist. SA A N D SD

13. Generally, females perform best at jobs where they are working with people. SA A N D SD

14. High school girls should be encouraged to enroll in traditionally all-male vocational courses like air-conditioning repair. SA A N D SD

15. A man can be a good father while working full-time as a nurse. SA A N D SD

16. Boys should be encouraged to plan professional careers which require more than four years of college. SA A N D SD

17. Women would not be good as high school principals because they could not handle the boys. SA A N D SD

18. Ballet dancing is an appropriate career goal for boys. SA A N D SD

19. Most women who work in machine shops are unfeminine. SA A N D SD

20. Women should be encouraged to plan professional careers which require more than four years of college. SA A N D SD

21. Most men would marry a woman even though she works as a plumber. SA A N D SD

22. There is increased juvenile delinquency in families where the mother works. SA A N D SD

23. Most high school girls would laugh at a girl who enrolled in television repair. SA A N D SD

24. Vocational occupations are too dirty for women. SA A N D SD

25. Law is an appropriate career for women. SA A N D SD

26. Women who choose to join the labor force can also be competent mothers. SA A N D SD

27. A man is avoiding his responsibilities when he is at home full-time. SA A N D SD

28. When planning for a career a high school girl should consider technical and skilled jobs that have traditionally been for males only. SA A N D SD

29. Women can be effective business managers. SA A N D SD

30. Most girls are physically strong enough to be welders. SA A N D SD

31. All adult women should be prepared to support themselves financially. SA A N D SD

32. Girls should learn a job skill while in high school. SA A N D SD

33. Being a librarian is not a suitable career for men. SA A N D SD

34. Married women should only work when their income is necessary to support the family. SA A N D SD

35. Women are smart enough to become engineers. SA A N D SD

36. A woman can be a good mother while working full-time as a nurse. SA A N D SD

37. Women should be encouraged to work outside the home. SA A N D SD

38. Men are better bosses than women. SA A N D SD

39. Most women are not smart enough to be bankers. SA A N D SD

40. Teaching woodworking is a suitable career for women. SA A N D SD

ACTIVITY SHEET 12: LEARNING AID, TRUE OR FALSE

_____ 1. Choosing a nontraditional occupation is easier than a traditional occupation, because you do not have to live up to the role model expectations of others.

_____ 2. A person thinking about a nontraditional occupation should consider many of the same questions as a person who is thinking about a traditional occupation.

_____ 3. It is not important for a young working couple to discuss their expectations of the sharing of responsibilities for home and child-raising before they get married.

_____ 4. Historically, most of the physically demanding jobs and better paying occupations have been filled by men.

ANSWERS

1. False It is true that there are fewer role models to follow in most nontraditional occupations, but this does not make the choice any easier for you.

2. True Many things that should be considered for a nontraditional occupation are the same as for a traditional one.

3. False It is very important for a couple to explore and share their feelings about how a dual-career household will affect their life style and child-raising pattern.

4. True Most of the jobs demanding physical exertion have been filled by males. The higher paying occupations (whether or not they require physical effort) have also been filled by men.

SOURCE: Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities. Los Altos, California: Carvel Education Management Planning, Inc. 1979.

DEFINITIONS

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education. Title II, Vocational Education, of the Education Amendments of 1976 requires that sex discrimination, sex bias, and sex stereotyping be eliminated from all vocational education programs. Further, each state is required by Title II to set forth policies and procedures that will assure equal access to vocational education programs by both women and men, including incentives to encourage the enrollment of both sexes in nontraditional programs of study.

The Final Regulations for Title II, issued October, 1977, provide the following definitions:

sex bias: behaviors resulting from the assumption that one sex is superior to the other

sex stereotyping: attributing behaviors, abilities, interests, values, and roles to a person or a group of persons on the basis of their sex

sex discrimination: any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex

Nontraditional enrollments are defined as those enrollments by women in vocational education programs that have traditionally enrolled primarily men and those enrollments by men in vocational education programs that have traditionally enrolled primarily women. As no "official" standard has been established, researchers and writers in the area have used a variety of percentages of each sex that are enrolled in a program to define what is a nontraditional program. Some have used 80 percent as the cut-off point, some have used 75 percent, and others have used the proportion of women in the labor force (40 percent) as the cut-off point for defining nontraditional programs. Some writers have used national statistics in determining nontraditional programs, others have used local statistics.

Source: Factors Influencing Nontraditional Vocational Education Enrollments: A Literature Review. Louise Vetter and others. The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, 1979.

TERMS

Indicate which of the following statements are true or false.

_____ 1. An occupation is considered nontraditional on the basis of the sex of the person holding it.

_____ 2. According to the U.S. Office of Education, a nontraditional vocational program for a female is one in which male students dominate enrollments by 80 percent or more.

_____ 3. Sex discrimination is an attitude of someone who thinks boys are superior to girls.

_____ 4. Affirmative action is a major factor in opening up many non-traditional employment opportunities for women and members of minority groups.

ANSWERS

1. True An occupation can be traditional for a man, such as a carpenter, or nontraditional when a woman is a carpenter.

2. True For now, the U.S. Office of Education provides the guideline for nontraditional vocational program enrollments as being those in which 80 percent or more of the enrollments are of the opposite sex of the person seeking enrollment. This could change at a later date.

3. False Sex discrimination is an action, not an attitude. Sex bias is an attitude of superiority.

4. True Affirmative action not only prohibits discrimination, it requires that schools and employers actively take steps to eliminate discriminatory practices.

SOURCE: Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities. Los Altos, California: Carvel Education Management Planning, Inc. 1979.

EXAMINING PROSPECTS OF YOUR CHOSEN CAREER

Using either a traditional or nontraditional occupation of interest to you, answer the following questions to the best of your knowledge. If you do not know the answer to a particular question, check the "Don't Know" column.

Name of occupation _____

	Yes	No	Don't Know
1. In the community in which you live or want to live, do many persons work in the occupation of your interest?	____	____	____
2. Are most of the people in this occupation of a sex opposite to your own?	____	____	____
3. Are the employment opportunities limited to certain geographic areas?	____	____	____
4. Do you have to belong to a labor union in order to get a job in this occupation?	____	____	____
5. Do you know the wage or salary range for entry-level workers in this occupation?	____	____	____
6. Are the long-range wage or salary advances for experienced workers in this occupation good?	____	____	____
7. Are there unusual physical risks or dangers to the occupation?	____	____	____
8. Are there many opportunities for advancement in this occupation?	____	____	____
9. Can you move up the career ladder to higher positions in this occupational field in a reasonable length of time?	____	____	____
10. Are the opportunities good for obtaining further training, education, or personal growth experiences after entering the occupation?	____	____	____

COMMENTS

Answers to some of the questions in this exercise can be obtained in the following ways.

1. Talk to someone who is employed in the occupation or with an employer.

2. Contact your local office of the Employment Development Department (EDD) and request information or brochures about the occupation.

3. If your school has a career information center or library, look up the information in an occupational brochure.

4. Contact an apprenticeship committee representative or the labor council in your community.

5. Contact a private employment agency.

6. Talk with your school placement office.

7. Go to your local or school library and look up information in the Occupational Outlook Handbook.

8. Contact the Occupational Safety and Health Administration (OSHA) for information about hazardous occupations.

SOURCES: Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities. Los Altos, California: Carvel Education Management Planning, Inc. 1979.

ACTIVITY SHEETS

APPENDIX C

CURRICULUM SUPPORT

SUMMARY OF COMMUNICATION SKILLS

	NON-ASSERTIVE	ASSERTIVE	AGGRESSIVE
I. Verbal	Apologetic words. Veiled meanings. Hedging; failure to come to point. Rambling; disconnected. At loss for words. Failure to say what you really mean. "I mean", "you know".	Statement of wants. Honest statement of feelings. Objective words. Direct statements, which say what you mean. "I" - messages.	"Loaded" words. Accusations. Descriptive, subjective terms. Imperious, superior words. "You" - messages.
II. Non-Verbal			
A. General	Actions instead of words, hoping someone will guess what you want. Looking as if you don't mean what you say.	Attentive listening behavior General assured manner, communication of caring and strength.	Exaggerated show of strength. Flippant, sarcastic style.
B. Specific 1. Voice	Weak, hesitant, soft, sometimes wavering.	Firm, warm, well-modulated, relaxed.	Tense, shrill, loud, shaky, cold, "deadly quiet"; demanding, superior authoritative.
2. Eyes	Averted; downcast, teary, pleading.	Open, frank, direct. Eye-to-eye contact, but not staring.	Expressionless, narrowed; cold;staring; not really "seeing" you.

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	NON-ASSERTIVE	ASSERTIVE	AGGRESSIVE
3. Other a. Stance	Lean for support; twisted	Well-balanced; straight-on; "at ease"	Hands on hips; feet apart.
b. Posture	Stooped, "shrunken"; sagging, excessive head nodding.	Facing; erect; relaxed.	Stiff & rigid; rude, involved-in-somebody-else's body set.
c. Hands	Fidgety, fluttery, clammy	Relaxed, warm, smooth motions.	Clenched; abrupt gestures; finger-pointing; fist pounding; cold.
d. Feet	Shuffling, restless motions; tucked under chair; toed-in; swinging back & forth.	Relaxed, comfortable position.	Tapping; firmly planted.

CLASS SPEAKER QUESTION GUIDE

1. How long have you been on this job?_____

2. What is your education and/or training for this position?_____

3. Did you have any previous jobs?_____

4. What is the job description?_____

5. What is the salary range?_____

6. How many hours do you work each week?_____
   How do you manage your time?_____

7. What hours do you work?_____
   If you have a family, how does this work out?_____

8. Is your work inside/outside, with people/without people, year round/seasonal?

9. What do you feel is your potential in such a job?_____

10. How does it feel to be one of the few men/women on this type of Job?_____

    When you first started the job?_____
    At the present _____

Questions adapted from:

Warner, Carolyn. People Talk About Their Nontraditional Jobs. Flagstaff, AZ: Women's Awareness of Vocational Education, 1981.

ACTIVITY SHEETS

APPENDIX D

SELF AWARENESS

STUDENT QUESTIONNAIRE

1. Name _____

2. Address _____

2a. Parents name _____

3. Phone Number _____

3a. Marital Status _____ Number of Dependents _____

4. School Counselor _____

4a. Grade _____

5. Grade Point Average _____

5a. Full Time/Part Time Student

6. Clubs / Organizations / Memberships _____

_____

_____

7. Hobbies _____

_____

8. Your favorite Course _____

9. Mother's Occupation _____

10. Father's Occupation _____

11. Reasons for enrolling in this course.

_____ exploration _____ required for vocational certificate

_____ elective / fun _____ other

12. What will you do after finishing this course?

_____ take another vocational course

_____ get a job

_____ go to college

_____ go to Jr. College or Technical School

_____ other _____

STEREOTYPING IN CAREERS

Secondary — Awareness/Behavior

Objective: Examine occupational roles of women - both traditional and non-traditional.

Rationale: Nine out of ten women will work outside the home at sometime during their lives. Women generally are clustered in low-paying service jobs. The gap between salaries for men and women is getting larger, not smaller. Girls are not preparing for the world of work in a realistic manner.

Materials: List of a wide variety of occupations; ditto sheets of ideas to explore related to the project.

Activity: Research paper on women in a particular occupation. Students may do either library research or field research.

A library research paper is a critical review of the literature on a particular topic. Field research involves field observations, interviews, or surveys in order to explore the topic.

Allow students to select a particular occupation from an extensive list, (allow students to add occupations to the list). Allow only one student to study a single occupation so that many occupations will be explored in each class.

After students have selected an occupation, they may examine literature or they may interview a woman in the occupation (better yet, interview both a man and woman in the occupation).

Both types of research should explore the following:

1. Training or education needed to enter into the occupational field.
2. Special individual qualifications which lead to success in the occupation.
3. Opportunities for advancement (is this a career job with mobility or a job with little upward mobility)?
4. Which sexual, racial and ethnic groups predominantly work in this occupation at present?
5. Advantages of this occupation. Disadvantages of the occupation.
6. Average number of hours spent on this job weekly. Is there flexibility possible in scheduling time?

7. Salary range based on current statistics.

8. Special skills or attributes student would need to develop if he/she entered this occupation as a minority, (as personal self-concept needs of a male entering a secretarial position or black entering dental school).

Some suggested occupations:

brick layer
librarian
pilot
college professor
mail carrier
dental technician
auto mechanic
salesperson
fire fighter
law enforcement officer
airline ticket agent
business managers
secretary
lawyer
stockbroker
counselor
publisher
military officer
electrician
teacher
nurse
cab driver
maid
union organizer
government worker
garbage collector
small appliance repair person
small business owner
animal shelter worker

Oral presentations to the class are a logical and meaningful follow-up activity to this assignment.

Tips: The enthusiasm with which the teacher embraces this assignment can make it either a meaningful or a trivial project.

ACTIVITY SHEETS

APPENDIX E

NETWORKING

PARAPROFESSIONAL/AID VOLUNTEER PLANNING

1. Recruit volunteers just as for any other job. Can you offer the aid a free meal, such as lunch, while at school, perhaps at a reduced rate for students?

2. Screen volunteers by interviewing just as for any other position.

3. Give the volunteer a general school orientation.

   - where to park
   - where to sign in and pick up name cards each day
   - introductions to staff, administrators, faculty
   - establishment of volunteer schedule
   - establishment of regular meetings for volunteers

4. Give a general in-service session covering the following topics:

   A. Audio-visual equipment: duplicating equipment; media; teaching aids

      - duplicating equipment
      - media
      - teaching aids
      - how they work
      - where they are located
      - Activity: Hands on experience with each piece of equipment.

   B. Your role and responsibility as a volunteer.

      - how to work with the instructor
      - how to work with the students
      - Activity: Role play situations

   C. The role and responsibility of the school staff.

      - when to contact:

        . principal/administration
        . counselor
        . teachers

5. Specific vocational inservice in the area in which paraprofessional is volunteering.

   - teachers classroom management and schedule of activities from day-to-day

   - safety rules that are reinforced

   - what to do in case of emergency

   - volunteer specific responsibilities

     . designate the specific areas

     . designate the specific students

   - develop a daily log with the volunteer using a teacher planning book.